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ABSTRACT

Guidelines are offered to increase communication between regular and special educators. Suggestions are listed for the following topics (whose first letters spell "communicate") credibility, organization, motivator, model, understanding, nurture, include, cooperate, attitude, together, and enthusiasm. Approximately half of the document is made up of appended materials, including concrete ideas for teachers regarding public relations, 65 phrases for verbal praise, fables for motivation, a glossary of educational terms and definitions, and a list of children's books teaching nonhandicapped children about their handicapped peers. (CL)

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A COMMON SENSE COMMUNICATION ALMANAC

A Guide For Regular And Exceptional
Educators Who Work With Exceptional Children

written by

Nancy S. Rainey
and
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for

Project Mainstream
Orange County Public Schools
Director: Jan Maxwell

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redibility

Educators today often feel that they are on the defensive. The age of accountability has focused the eyes of many individuals on our schools. Educators of special programs, because they are never on the scene, are being looked at closely by colleagues, as well as the public. Credibility is not built by pieces of paper verifying teacher certification in a variety of areas. Credibility can be established when one has a conscientious attitude about what he/she does and who he/she is. Below are guidelines for building your credibility.

For Special Educators:

1. Make yourself visable. People will know you are on the job when they can't locate you napping in the lounge. You might have a place on your door to indicate where you are.

2. Don't always feel you have to be in perfect control. Be human and admit that you too have problems with a particular child. Snap answers or solutions might not work. Sometimes it is what you don't say that counts.

3. Participate in school activities. You are part of a faculty team and should take pride and enjoyment in art shows, library projects, Christmas programs, PTA meetings and open house. Even if only one parent visits your "open house" the efforts you made will be appreciated.

4. When you are given time to TEST, do just that. It should never be misinterpreted that you have the afternoon off. Share with your faculty members the test results. You might want to send a quarterly report listing the students tested. This speaks for your credibility and helps avoid referring a child who has already been tested recently.

5. Participate in the duties required of all staff members such as bus duty, cafteria duty, etc. Eating in the cafeteria, even though you do not have to sit with a class, can be a productive experience. You can observe your students in a different setting and share a duty usually not required for special educators.

6. Help out in special situations. Occasionally a situation might arise (during group testing periods) where your students are not coming into your room as they usually do. Offer your assistance elsewhere in the school rather than taking the day easy.

7. Be an interesting person. Let people know that you have other interests besides children and are an enjoyable person to be around. Credibility as a warm human being is as important as credibility as a special educator.

8. Learn about regular education programs that are being taught in your county and school. Examine tests, texts, and management systems being used.

9. Adhere to all school policies. Often your schedule allows you more flexibility, but you should keep the same hours, etc.

For Regular Educators:

1. Let others know when you have questions regarding exceptional education. An individual who is eager to learn is much more credible than one who feels he/she has nothing to learn.

2. Visit the special educators classroom. Gather information about the teaching that goes on there. You might invite the special educator to visit your classroom. You may specify a special time or event.

3. Utilize the testing performed by individuals to staff the exceptional child to help you make better decisions about teaching the child. It would be best if you and the special educator did this task together.

4. Orient the special educator to your school and classroom activities. Help them understand the tasks and responsibilities you face.

5. Read exceptional education journals and attend inservice on exceptional education. You'll find that many of the techniques for exceptional children can be used with regular children.

rganization

There are many ideas in this almanac for both regular and special educators. However, these ideas require a little extra effort. Therefore, in order to make time for these ideas, one must be organized. Below are ideas for regular and special educators to help improve organization skills.

1. Write notes when you communicate to people. This saves time because the person you wish to speak to is not always available. You can create time saving notes which already have some information printed. For example, design a note with an elephant on it that has "Remember" at the top. Mimeograph it off and jot in the remaining information when you need to remind someone of a conference, etc.

2. Choose to do those things which cover more than one function for you. For example, if you chart a child's progress, this can be copied to meet three functions:

   a. communicating the skill and progress to another teacher
   b. communicating the skill and progress to a parent
   c. provide a record in the child's file

3. Let your students learn by preparing invitations during the writing lesson to ask the principal or another teacher to visit your room. This saves you time and is a positive lesson for your students.

4. Color code your materials by subject and/or skill so that you can quickly retrieve them for yourself or for another individual who wishes to borrow them.

5. Keep forms you use constantly filed in a convenient place.

6. Structure your day and week. For example, plan to meet with third grade teachers one week, second grade another, etc. Decide which times are best to be in the office, library, at the laminating machine, etc. Don't go when you know you will have to wait in line.

7. Cut down on wasted time. Have student's schedules and pencils ready upon their arrival. If the teacher accompanies the child to your class, you can get the student started efficiently and then talk to the person who needs to speak with you.

Motivator

Organizations like the Republican and Democratic parties have party whips to help motivate members. Educators do not have such individuals. Usually we are motivated by the children we teach. The exceptional child offers special problems because progress is usually slow and sometimes difficult. Educators must look to each other for motivation and support by sharing ideas and feelings. We must be honest with ourselves and recognize those periods in our career when we really need motivating. Inservice sessions, conferences, journals, and classroom visitations all offer motivation. However, the human motivator is perhaps the most effective and the most dynamic for as he/she motivates one individual, that individual turns to motivate another and so on and so on.

Regular and special educators can act as motivators by remembering to do the following:

1. Share funny stories, jokes, and poems that act as motivators (example - no flowers in your IEP fable).

2. Include others in outstanding activities going on in your room.

3. Share your talents (art, music) etc. with others to help them spice up their classrooms.

4. Have your students write experience stories about classroom activities and post outside your door for all to read.

5. Utilize your bulletin board as a motivator.

6. Try to generate interest in your students and their progress.

7. Help colleagues who are experiencing a "career lull" to get over the hump.

8. Make IEP's seem less tedious. Have an IEP inservice session and serve refreshments. Let everyone know it is IEP week and publicize it. It will be what you make it.

9. Prepare S.O.S. (send out someone) slips that others might use to put over your services and talents. It lets others know you want to help and helps them have a more positive attitude.

odel

Research indicates that we learn quickly by modeling others behavior. The modeling technique can be used by special educators and regular educators. If you are conscientious about using sound positive teaching and discipline techniques, you will set an example and provide learning experience for parents, teachers, principals and the public in general. Remember, few buy the saying "do as I say, not as I do."

The following are things to remember about modeling.

1. Reinforce others for appropriate teaching behavior.

2. Recognize opportunities to model for others. If you suddenly find something that works with a child - share it.

3. To be a good model you must keep in tune by reading journals, etc. Then, take good articles and make a verbal file for staff or pass the article around with a routing slip.

4. Share a teaching material that really works with a child with a colleague. They may use it if you make the effort to loan it to them and work with them.

5. Show you can make the extra effort. You might provide advice and prescriptions for children who have problems with learning/behavior and don't qualify for exceptional education programs. Or, you might help facilitate the early identification of high risk students in kindergarten.

6. Keep a card file of good games and activities divided by subject which you can easily share with other teachers.

7. When you communicate to others be conscious of the language you use. Using jargon and unfamiliar terms will not help you communicate effectively. If you wish to use abbreviations like LD for learning disabled, make sure your listeners know what the abbreviation stands for. One custodian at a local school thought that the LD meant lice disease. Remember we want to help others learn correct information about exceptional children.

Understanding

Understanding how another person feels is very important in day to day survival. Empathy and understanding do not always come naturally, but are learned through experiences. Both regular and special educators can better understand each other if they learn what each other is doing and then make an effort to experience a day in the other man's shoes. Teachers should understand that:

1. Special educators and regular educators each have unique problems and responsibilities.

2. Each of you spend a great deal of time planning for that child and would be upset if the child missed your lesson. Plan with each other to avoid misunderstandings when a child may be gone on a field trip, etc. The GOLDEN RULE is a good tool for understanding.

3. Each of you will have successes with a given child and each of you will have failures. You can help support each other in both good times and bad. For instance, the regular educator has larger numbers of students in her class. The special educator fills out IEP's and attends many staffings. Each of you have a lot to do. Be sensitive to each others problems and duties.

4. The administrator in your school must view the total school needs as well as your individual needs. Often, he/she feels torn between the needs of special educators and regular educators. Understand this and work to help ease these conflicts.

5. When you go into each others rooms to observe and visit, remember the following points.

    a. understand that it is natural for your colleague to have some inhibitions about your visiting
    b. try to be unobtrusive
    c. talk to your colleague afterward pointing out the positive aspects of their teaching
    d. make more visits. The more visits you make the more the students are used to your presence and the less threatening your visits.

Nurture

Just as we nurture the seed by regularly watering it and providing sunshine, we must patiently nurture each other as educators. We can't expect each other to know everything at once and should not overwhelm each other with information. Caution will not impede your progress, while lack of caution may alienate a colleague so that progress can never be made.

In addition, because we have so much to do, we must nurture all the resources available to us. Resources may include:

a. retired persons volunteers
b. high school student volunteers
c. coordinators of programs in your district, testing, reading, science, math, etc.
d. mini grants
e. local restaurants, businesses open for field trips
f. university interns
g. materials centers
h. etc., etc.

Be on the lookout for people you can teach about exceptional education while utilizing their resources to help in your class.

nclude others in your program

It is imperative that special educators and regular educators include each other in their programs.

For the special educator there are many techniques to help include colleagues listed below.

1. At the beginning of the year, provide an orientation event for regular educators in your classroom. Explain your philosophies and how your room is set up. Post your schedule near the door and pass out individual copies. You will find if you involve other educators in setting up the schedule prior to this you will minimize future conflicts. Remember, refreshments are usually appreciated.

2. Provide a place for others to leave your notes during the day without interrupting you. Include other school activities in your bulletin board.

3. Tell about your program by sending out a special education newsletter. This can be done quarterly. Copies should go to principal, custodians, aids, teachers, cafeteria workers, reading coordinators and exceptional education administrative personnel.

4. Design a very simple report card which can communicate in several sentences the following:

   a. what skills you are working on with the child
   b. the child's progress
   c. a place for the regular teacher to give feedback

5. Send out a "Wanted List" occasionally to ask others for workbooks, old milk cartons and other cast-offs you might utilize in your classroom. You receive needed materials and others have an opportunity to lend you support.

6. When you benefit by conferences and other inservice events share your learning with others. Talking about the restaurants you feasted at is not an effective tool. If others are going to take a bigger load so you can be out, they want to know what you learned.

7. Offer inservice for teachers on exceptional education. It looks good on your resume and helps you and your students' growth in the school. Pass out helpful duties like "10 Good Tips for LD Students," etc.

8. Charting is a quick way to include others in your program. When you chart your students' skills and behaviors, post these charts in your room or share them with other educators.

9. Include your principal and other educators in contingency arrangements with kids. For example, if Johnny finishes all his work for three days a contract specifies that he can go visit with the librarian for ten minutes.

10. Include regular educators in the conferences you have with parents. Take notes during the conference using carbon and give the regular teacher the copy.

11. Share with other special educators. Perhaps together you can design better ways to:

    a. communicate to regular education staff
    b. schedule students

12. Have your principal sign "Good Citizens" and other rewards. He/She likes to be included and to know what is going on. Your students can make invitations to invite the principal to your room.

13. Post definitions of the exceptional programs in your school in the office and teachers lounge.

For regular educators:

1. Include the special educator in making decisions about exceptional children in your classroom. At the same time give input to the special educator on those skills, ideas that are important to you. Planning together can help avoid confusion and duplication for the child.

2. Include special educators in your special events. They often get left out during Christmas parties, assemblies, etc., because their students are in their regular classrooms for these special events.

3. Notify special educators of any contacts you have with parents of exceptional children. Schedule conferences together.

4. Notify special educators of any problems or progress you have noticed in a child. Include him/her and share information given to you by art teachers, principal, etc., on the exceptional child you both teach.

5. Invite the special educator to grade level and team meetings.

6. Include the special educator on faculty committees such as inservice and testing.

7. Include many of the ideas given above to special educators in your daily reportorie.

ooperation

In Roget's Thesaurus the verb cooperate is also described as to coexist. As a member of a faculty, family, country and world, we all coexist with one another. However, this does not take into consideration the quality of that coexistence. History, however, has given us many examples of societies where coexistence without cooperation failed. Cooperation requires thought and planning. It implies a certain attitude. As teachers we cooperate when we

1. are on time
2. remember appointments
3. communicate honestly
4. are considerate of others needs
5. listen attentively
6. complete necessary paperwork
7. respond effectively to requests
8. approach others with empathy
9. try to be flexible
10. accept added duties when we feel it is important.

ttitude

One's attitude about life in general, his/her family, his/her friends, and his/her job tell a lot. A person's attitude and their protrayal of that attitude can build or destroy public confidence. A positive attitude generally makes for a positive and productive day while a negative attitude is usually non-productive for everyone. Facial expressions relay information about a persons attitude. However, our verbal communication usually makes the most impact. Below are phrases that regular and special educators should both be conscious of using. Remember, the exceptional child needs all of us to go the extra mile - the parents and the educators. Our attitudes will determine whether or not we can walk that extra mile.

Roadblocks to Communication

Our place is different

That's beyond our responsibility

That's not my job

Not enough help

Why?

We don't have the authority

That's too Ivory Tower

Let's get back to reality

Can't teach an old dog new tricks

Good thought, but impractical

Let's put it in writing

Top management would never go for it

Let's give it more thought

We'll be the laughing stock

Not that again

We'd lose money in the long run

Where'd you dig that up?

We did all right without it

What can we expect from the staff?

It's never been tried before

Has anyone else tried it?

What's the use?

Too hard to sell

Not enough time

I don't see the connection

What you are really saying is . . .

It won't work in my department

It won't stand up

Let's all sleep on it

You're right . . . but

I'm not convinced

We've tried that too, but . . .

We did it this way

It won't work

It's not in the budget

Where does the money come from?

You can't do that

You should know better

You should have been there

Everybody does it this way

No, no, no

Not timely

Too academic in its approach

It's a gimmick

Not for us

It isn't progressive

Too hard to administer

No good

Plain stupid

Screwy

Impracticable

Idea too radical

Too complicated

That is unsound

Not feasible

Too difficult

Impossible

Too theoretical

Personnel aren't ready for this

I can't sell it to the management

My boss won't like it

Can't see it

Too much trouble to get started

We don't have the manpower

Who is going to do it?

Takes too much time

Too much work

It's never been done before

It will not apply to our problem

Don't move too fast

It's new

It will set a precedent

We have too many new projects now

We don't want to do this now

Not enough background

Why can't we do it another way

We've got something just as good

Don't be ridiculous

We know all this . . .

I'm too busy to decide now

We haven't enough facts

What about directive?

It's not standard stock

That will take two years to test

Not permitted by specifications

Let's form a committee

Not in accordance with standard plans

We don't have enough volume

Let's shelve it for the time being

Cost doesn't matter

Roadblock Breakers

Enthusiasm

Let's brainstorm for solutions

Let's try it

I know of some other resources

If we all pull together

We've done the research, time to proceed

Let's be prepared

I think we can sell our case

Try to find things to praise

If possible, accentuate the positive and ignore the negative

Listen to others

Let's keep our sense of humor

Consistency

Remember to consider how the other guy feels

ogether

Caught up in our enthusiasm, we might often forget other's feelings when we implement our ideas and plans. It is important not to forget others. Every individual needs to feel worthwhile and included. Custodians, cafeteria workers, school secretarys, teacher's aides, volunteers and parents all appreciate being included in your classroom activities.

They want to know and feel they have a special part in the school's growth. In addition, if they understand what you are doing in your classroom they will often be more supportive and help you better meet your program needs.

The word "together" also implies consistency. It is important that we know the rules of the school as well as any rules a particular teacher has set for her classroom. We should try to respect these rules, abide by them, and thus avoid inconsistent situations for students.

We can best work together if we are open, honest with each other and care about other's needs as well as our own.

Remember, they are not his/her kids or your kids, they are OUR kids!

Enthusiasm

None of us are perfect. However, our enthusiasm and love for what we do can go a long way towards hiding our imperfections. Certainly, we must strive to improve our weaknesses, but without enthusiasm even the most perfectly laid plan lacks something.

Enthusiasm is displayed in the quality of your work, your general attitude, and your progressive thinking. Enthusiasm is infectious and therefore offers a great tool for helping others help exceptional children.

We admire the educator who is one year from retirement and who is still doing exciting things in his/her classroom. This individual realizes the importance of each day, in each child's life, and has maintained his/her enthusiasm over a long period of time. While teaching, this individual is enjoying life and indicating to his/her students that learning is fun. This teacher is communicating to his/her colleagues and the general public a certain attitude and is probably motivating others as well as providing a model. The enthusiasm displayed by one single individual is a very powerful force which has the potential for affecting many lives.

The exceptional child faces many challenges to learning. A teacher's enthusiasm for his/her progress might be remembered for a lifetime. Ask yourself, will I be remembered by my students and my colleagues as someone who did something good for exceptional children?

A Note to Special Educators - who teach in a self-contained school.

Those who teach in a self-contained school have different communication objectives. They need not coordinate between a regular classroom program and their program within the school. However, there is a major communication objective for the self-contained special educator. We all know the importance of follow-up as the exceptional child is staffed in a less restrictive environment. Most special educators feel their job is complete when their students are staffed into another setting.

Intellectually one may feel that:

a. I have done my job and succeeded.
b. Other personnel such as social workers have more flexibility for "checking up" on the child's progress.
c. My responsibility lies with the students I still teach.

All of the above statements are quite true. However, the student's transition to a least restrictive setting is a very important and tedious matter. Your participation in making the transition more successful is imperative. Who knows more about the child than you - the one who has helped this child succeed and move to a new environment? Use these communication ideas to aid in this transition:

1. Provide orientation for special educators in least restrictive environments and regular teachers to the self-contained school (this could be a faculty project).

2. Develop a system for keeping in touch with your students new teacher after he/she is staffed to a least restrictive environment.

3. Send a list of tips to the new teacher that will help her with the child. Include motivators and materials that worked. This should be put in each student's folder so it will always be there if a child moves. These tips would be items that don't appear on the IEP.

4. Provide the new teacher with your phone number.

5. Send notes of good will to the teacher and your former student occasionally. Let them know you want them both to succeed.

6. Suggest that your school provide inservice programs for teachers and principals who receive exceptional students from your school.

In short, you too can be a model and motivator for other schools. You can help nurture your former student in a new environment. You can include others in your program by using organization and cooperative skills. You can be the enthusiast that makes the whole system come together. It all depends on the attitude you take and the understanding you feel towards the exceptional child.

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Appendix

This appendix contains handouts that might be used by you and others to better communicate about exceptional children.

80

TOPIC: CONCRETE IDEAS FOR TEACHERS

FROM: Ann H. Barkelew, Public Information Officer, Office of the Los Angeles County Superintendent of Schools, 9300 East Imperial Hwy., Downey, CA. 90242; 213/922-6369

Public Relations is everybody's business. Positively speaking, it's a two-way, planned, regular program of building better understanding between the schools and the people they serve. It's putting together the good things you are already doing and adding a few more. It is common sense organized. It is being considerate of others. It is recognizing that listening is more important than telling. It is caring about people.

If you've taken the time to read all the surveys and study the research, you know that "school publications" are not at the top of the list of parent and non-parent sources of information about schools. What is at the top of the list of "reliable sources of information about schools" is the result of lots of effective non-publications oriented school PR programs and activities.

This handout summarizes several dozen ways you can organize yourself as a teacher for two-way communication—without going into the publishing business.

If you're interested in adding zest to the jobs of school teachers, help them try at least two of the following suggestions. If you want to really pep up your assignments, try half a dozen. And, if you really want to be fully functioning—the kind of teacher who makes people want to be part of the team, select a dozen or more.

I know that none are impossible because I know one or more teachers who are already doing each one of them. They are tried and proven...and cost little in terms of $$$ or ¢¢¢.

Ready to do a little shopping for concrete communications ideas for your school?

1. Invite special luncheon guests from the community to update them on programs and solicit suggestions.

2. Have mini-tours for special groups, including businessmen, senior citizens, non-parents and teachers from feeder schools.

3. Set up a welcome wagon for your school. Use retired teachers, parents and/or students as your school's ambassadors.

4. Put course in public education in your school's curriculum for a day or a quarter.

5. Answer questions in student newspapers; do regular columns.

6. Hold briefing sessions with bartenders, barbers, beauticians and mailmen—the real opinion makers! (Talk is part of their trademark.) Give them some solid information about your school and experience the enjoyment of being talked about positively in their places of business. (They might even be willing to give you space for student displays.)

7. Hold brief seminars with realtors and real estate salespersons. Provide them with a fact sheet on your school. Invite them in. They'll help you get to new residents first.

8. Send thank-you notes to colleagues and students who go beyond the call of duty...or for the good work they do consistently.

9. Eat with students in their lunch areas.

10. Get to know the cafeteria staff. They reach segments of the community others will never reach. Help them understand what you're doing so they can tell others.

11. Survey citizens to learn their thoughts about your school...regularly.

12. Send birthday and other appropriate cards to colleagues. (Don't leave the job up to the staff hospitality committee.)

13. Avoid educational jargon in writing and speaking. Enough said?

14. Be accessible to students and parents to discuss problems, gripes or suggestions.

15. Turn people on. Show you are genuinely interested in what they are doing. Exude enthusiasm!

16. Have a communication advisory committee and make it an active one.

17. Hold demonstration classes for parents and other citizens.

18. Substitute in a 'comparable' district (not pre-arranged). Then, take a realistic look at how you treat substitute staff members at your school.

19. Know the importance of body talk.

20. Be a listener.

21. Use the school board meeting as a communications vehicle. Offer a display of student work from your school...a small performing group...or an instructional activity.

22. Have a 'drop in' room where teachers are available to talk on an informal basis with students.

23. Keep those outdoor bulletin boards filled and interesting. (Even if they have to say: 'School is open.')

24. Put up a marquee at elementary schools to advertise upcoming classroom events.

25. Build an awareness of trends and plans of other departments within your school.

26. Encourage staff phone calls to absent students.

27. Invite the people in accounting and purchasing to visit classrooms so they can see the results of their work.

28. Try teacher phone calls to parents to invite them to back-to-school nights.

29. Get a Polaroid camera and use it to make pictures of all substitute staff members serving your school. Post the pictures each day--tell who the subs are, who they're for, and encourage a warm welcome.

30. Have tooth envelopes for sending home the teeth that finally come out at school--with a note from the teacher. These are tender moments parents don't want to miss.

31. Plan special things to make new teachers feel less new. Assign them a 'buddy'...give them one of last year's yearbooks for a month or so...put up a bulletin board in the staff room with their pictures, names and subject areas.

32. Give articulation a try with your colleagues--especially the staff of your feeder schools or the schools you feed. You are not at your best when operating in isolation.

33. Send copies of your school newspapers and honor rolls to other schools.

34. Visit other classrooms, ask questions and learn new techniques.

35. Have a 'family day' at your school--during an evening or on a weekend--when staff members can bring their families to see where they work, with whom, etc.

36. Have student tour leaders, student hosts and hostesses for visitors to your school. There's nothing more infectious than student pride.

37. When student work is on display somewhere in your building, send a note to each student's parents inviting them to drop by to see it.

38. Have an 'alumni day' for former students.

39. Have a map of your school campus with 'you are here' marks.

40. Tell parents when you're available for calls...and encourage them to call with any question.

41. Call students who are entering a new school or a new grade...before school starts. (The idea is especially effective with first graders.)

42. Tell parents how to spend time with their children during the summer. Give them a list of community resources, places to visit, etc.

43. Help a parent tutor his children.

44. Think about your parent-teacher conferences. Ask yourself, 'If I were a parent, would I want to know what I'm telling?' 'Would I feel comfortable here?'

45. Help your school publish a neighborhood map--one that shows more than the location of the school. Great for new residents, even better as a teaching tool.

46. Try a "Getting It All Together" Award where you can fill in the blanks to praise students for even the ordinary things.

More.....

47. Use a recorded message line--a 2-3 minute daily message re. class activities, spelling words, tomorrow's menu, etc.

Spend five minutes a day being an active communicator--and you'll end up a better and a happier classroom teacher.

I promise!

How to Help Your Child Succeed in School

Tildenville School March 1979

1. Send him in a good frame of mind.

2. Build up his confidence.

3. Praise him for doing something well, especially if it is not usually his strong point.

4. Do not heap praise on unsatisfactory work. Do not criticize; just do not praise.

5. Expect to see samples of school work regularly. Ask for it.

6. Support the teacher and the school. If you have a complaint, take it up with the teacher.

7. Take what you hear with a grain of salt.

8. Have books around the house. Have a dictionary for sure.

9. Keep your child well supplied with school supplies. All workers must have tools.

10. Show real interest in school. Go to school and become acquainted. Knowing the parent makes the child seem more "real" to the teacher.

11. Encourage your child to inquire. Don't put him off. If you don't know the answer, help him look it up or figure it out.

12. Look over the homework and encourage him to do it carefully. In the end though, it is his responsibility and not yours or mine. He must remember to do it and bring it back each day.

Thanks for taking the time to read all this. If you made it all the way through, you are a TERRIFIC PARENT!

jc W/5

TEN COMMANDMENTS FOR
IMPROVING PUBLIC CONFIDENCE IN TEACHERS AND SCHOOLS

I. Talk in plain English. Be conscious of the readability level of materials you send out. Avoid using jargon.

II. Provide inservice for all employees who deal with the public. This includes janitors, cafteria workers, etc.

III. When you are doing good things in your class or school tell the public what you are doing.

IV. Look for ways to involve the community that work.

V. Include critics on your advisory committees, PTA committees, etc.

VI. Utilize the "key communicator concept." Identify for your school those people in the community who communicate a lot with other people. Meet with these folks once and ask them to participate in the following system.

1. We'd like you to call us if anyone has any questions about schools.
2. We'd like to call you when we need some information distributed.
3. We'd like to use you as sounding boards for ideas.

VII. Remember microphones that don't work and transparencies that are written so small you can't read them do little for communication.

VIII. Don't overreact to critics. It's easy to find fault and harder to find solutions.

IX. Explain to kids how the public school system works. These "kids" will someday be adults and need to know about the system.

X. Don't forget your body language communicates as much as your written and verbal comments.

NR/jcW/10

AN LD TEACHER VIEWS A STREAM AND LD STUDENTS

A large rock juts out into a noisy stream, full of rains.
I stand on the rock and search for words to describe the water:

rushing, swirling, gushing
calm, gentle, strong, clear, dark
still and sandy in the shelter of a bend
rushing dark and deep against my rock
foamy white beyond the rapids
tumbling, hurrying, deceptively shallow.

The stream is a study in opposites:
fast - slow or almost still, calm
noisy - silent
deep - shallow
dark - white with foam

My LD students are a study in opposites, too.
They have all the conflicting properties of the stream.
Their opposites, perhaps, are more deeply pronounced.

How deep they are; how shallow.
How turbulent at times, rushing; how sadly quiet as they watch others move seemingly effortlessly in the Mainstream.

How noisy! They hardly monitor their voices, though we may be barely inches apart.

Constantly in motion, they just as often quietly hold back.

I hope my classroom can meet their oft-opposing needs as a place
to let off steam and noise to smile, to laugh, or to cry to calm down, to be buoyed up to gain perspective and perhaps find new direction to get to know themselves in a positive light
to gather strength to face the Mainstream
to find their own depth and speed.

I wish I had a stream outside my classroom door.

HEAVEN'S VERY SPECIAL CHILD

A meeting was held quite far from Earth.
"It's time again for another birth."
Said the angels to the Lord above.
"This special child will need much love.
His progress may seem very slow,
Accomplishments he may not show
And he'll require extra care
From the folks he meets way down there.
He may not run or laugh or play:
His thoughts may seem quite far away.
In many ways he won't adapt,
And he'll be known as handicapped.
So let's be careful where he's sent,
We want his life to be content.
Please, Lord, find parents who
Will do a special job for you.
They will not realize right away
But with this child sent from above
Comes stronger faith and richer love.
And soon they'll know the privilege given
In caring for this gift from Heaven.
Their precious charge, so meek and mild
Is Heaven's very special child."

Author Unknown

65 Ways to Say Good For You

Everyone knows that a little praise goes a long way in any classroom. But a "little praise" really needs to be something more than the same few phrases repeated over and over ad nauesm. Your students need more than the traditional "Good," "Very Good," and "Fine" if encouragement is in the cards. Here are some additional possibilities:

That's really nice.
Thank you very much.
Wow
That's great.
I like the way you're working.
Keep up the good work.
Everyone's working so hard.
That's quite an improvement.
Much better.
Keep it up.
It's a pleasure to teach when you work like this.
Good job.
What neat work.
You really out did yourself today.
This kind of work pleases me very much.
Congratulations. You only missed _____.
That's right. Good for you.
Terrific
I bet your Mom and Dad would be proud to see the job you did on this.
Beautiful.
I'm very proud of the way you worked (are working) today.
Excellent work.
I appreciate your help.
Very Good. Why don't you show the class?
Thank you for (sitting down, being quiet, getting right to work, etc.)
Marvelous.
Groovy.
Right on.
For sure.
Sharp.
That looks like it's going to be a great report.

jcW/6

I like the way Tom is working.
My goodness, how impressive.
You're on the right track now.
That's "A" work.
John is in line.
Mary is waiting quietly.
Dickie got right down to work.
Ann is paying attention.
It looks like you put a lot of work into this.
That's clever.
Very creative.
Very interesting.
Good thinking.
That's an interesting way of looking at it.
Now you've figured it out.
Clifford has it.
That's the right answer.
Now you've got the hang of it.
Exactly right.
Super.
Superior work.
That's a good point.
That's a very good observation.
That certainly is one way of looking at it.
That's an interesting point of view.
Thank you for raising your hand, Charles.
What was it?
Sherrie is really going to town.
You've got it now.
Out of sight.
Nice going.
Far out.
You make it look easy.
That's along nicely.
I like the way Bill (the class) has settled down.

Dr. Kubany is a clinical psychologist with Diamond Head Mental Health Center, Honolulu.

Fables for Motivators

Fables often can be altered with your own personal touch to be used as motivators. Remember the story of the little hen who did all the work to grow the grain and make the bread? Her friends, the other animals, didn't want to help, but wanted to eat the bread. Stories like this are good motivators for faculties and organizations.

jc W/3

Understanding

The pet shop owner was aware of eyes on his back as he hammered the sign to the front of his store. It read "Puppies for Sale $35.00." He turned around. A little boy was sitting on the curb, his eyes shining as he asked, "Mister, can I buy one of those puppies? I don't have $35.00, but I have $2.32." The pet shop owner said, "well thats OK son, you can pay me a little each week until he's paid for." With that the shopkeeper opened the door and out came a large black dog and behind her six fat, furry, fuzzy puppies. The last puppy was limping noticeably.

"Well son, which one do you want?" asked the shopkeeper?" "I want that one," said the little boy pointing to the last limping puppy. "But son, you don't want that puppy. A boy needs a dog that can run, and jump and play with him. That puppy can't do that. Pick out another one."

With that, the little boy pulled up his right pant leg revealing a brace. He said, "You see, I can't run very well either and that puppy needs someone who can understand him."

W/8

"I have a messy desk,
I have milk money that rolls,
I have a lazy pencil,
a book that won't open,
a mouth that whispers.
I have a zipper that doesn't want to,
homework that won't work,
and a hand that throws crayons.
I have a shirt that's out,
shoelaces that won't tie.
And sometimes I wet my pants --
but never on purpose."

Miss Chalkdust, this is a day for all the
love you have to give.

W/7

1. MURPHY'S LAW: If anything can go wrong, it will.
2. O'TOOLES COMMENTARY ON MURPHY'S LAW: Murphy was an optimist.
3. THE UNSPEAKABLE LAW: As soon as you mention something, if its good, it goes away; if its bad, it happens.
4. NONRECIPROCAL LAWS OF EXPECTATIONS: Negative expectations yield negative results. Positive expectations yield negative results.
5. HOWE'S LAW: Every man has a scheme that will not work.
6. ZYMURGY'S FIRST LAW OF EVOLVING SYSTEMS DYNAMICS: Once you open a can of worms, the only way to recan them is to use a larger can.
7. ETORRE'S OBSERVATION: The other line moves faster.
8. SKINNER'S CONSTANT (FLANNAGAN'S FINAGLING FACTOR): That quantity which, when multiplied by, divided by, added to or subtracted from the answer you get, gives you the answer you should have gotten.
9. LAW OF SELECTIVE GRAVITY: The object will fall so as to do the most damage.

9. a. JENNING'S COROLLARY: The chance of the bread falling with the buttered side down is directly proportional to the cost of the carpet.

10. GORDON'S FIRST LAW: If a research project is not worth doing at all, it is not worth doing well.
11. MAIER'S LAW: If the facts do not conform to the theory, they must be disposed of.
12. HOARE'S LAW OF LARGE PROBLEMS: Inside every large problem is a small problem struggling to get out.
13. BOREN'S FIRST LAW: When in doubt, mumble.
14. THE GOLDEN RULE OF ARTS AND SCIENCES: Whoever has the gold makes the rules.

15. BARTH'S DISTINCTION: There are two types of people, those who divide people into two types and those who don't.

16. SEGAL'S LAW: A man with one watch knows what time it is. A man with two watches is never sure.

17. FARBER'S FOURTH LAW: Necessity is the mother of strange bedfellows.

W/4

Glossary of Educational Terms and Definitions

tactile discrimination - You are trying to find your keys at the bottom of your purse in the dark.

distractibility - You are trying to read Psychology Today on Waikiki Beach.

auditory closure - You are trying to follow that interesting conversation in the next booth.

visual figure-group discrimination - You are trying to find your drink at a party.

overlearn - You write a check after your honeymoon and sign your maiden name.

visual motor integration - The volleyball is coming right at you, and you duck just in time.

laterality - You are trying to determine if a child is right or left handed and you have to stand behind him.

rotation - You hang your five year old painting upside down.

manual expression - Your husband is demonstrating the size of the fish that got away.

haptic processing - Your teenage son is in the back seat with his girlfriend.

directionality - You can't figure out which way to turn because it's dark and you can't see the mountains.

position in space - Is the handle up for the tub and down for the shower or down for the tub and up for the shower?

From Boulder (Colorado) Children's Center for Educational and Social Development.

jc W/9

CHILDREN'S BOOKS

Teaching non handicapped children about their handicapped peers

Blind

Boston, Lucy M., The Treasure of Green Knowe, New York, Harcourt, Brace and World, 1958, 185 p (grades 4-6)

Micklish, Rita, Sugar Bee, New York, Delacorte Press, 1972 (grades 4-6)

Deaf

Baker, Margaret J., The Sand Bird, New York, Thomas Nelson, 1973 (grades 3-5)

Charlip, Remy and Mary Beth Miller, Handtalk: An ABC of Finger Spellling and Sign Language, New York, Parent's Magazine Press, 1974 (grades 3-6)

Corbett, Scott, Dead Before Docking, Boston, Little Brown and Co., 1972 (grades 4-6)

Cocoran, Barbara, A Dance to Still Music, New York, Atheneum Publishers, 1974 (grades 5-7)

Levine, Edna S., Lisa and Her Soundless World, New York, Behavioral Publications, 1974 (grades 1-3)

Physical Handicap

Andrew, Prudence, Mister O'Brien, Nelson, 1973 (grades 6-8)

Henry, Marguerite, Mustang, Wild Spirit of the West, Chicago, Rand McNally and Co., 1966 (grades 6-9)

Little Jean, Mine For Keeps, Boston, Little, Brown, and Co., 1962

Neufeld, John, Touching, New York, S. G. Phillips, Inc., 1970 (grades 4-6)

Hunt, Irene, The Lottery Rose, New York, Charles Scribner's Sons, 1976 (grades 5-9)

Little, Jean, Take Wing, Boston, Little, Brown, and Co., 1968 (grades 4-6)

Reynolds, Pamela, Different Kind of Sister, New York, Lothrop Lee and Shepard, 1968 (grades 4-6)

Rinkoff, Barbara, Watchers, New York, Alfred A. Knopf, 1972 (grades 4-6)

Sach, Marilyn, Amy and Laura, New York, Doubleday and Co., 1970 (grades 4-6)

Savitz, Harriet May, Fly, Wheels, Fly! New York, John Day, 1970, grades 7-8)

Stein, Sara Bonnet, About Handicaps: An Open Family Book For Parents and Children Together, New York, Walker and Co., 1974 (preschool - fourth)

Wolf, Bernard, Don't Feel Sorry For Paul, New York, J. B. Lippincott, 1974 (grades 3-6)

Mental Illness and Emotional Disturbance

Ellis, Ella Thorp, Celebrate the Morning New York, Atheneum, 1972, (grades 7-8)

Green, Hannah, I Never Promised You a Rose Garden, New York, Holt, Rhinehart and Winston, 1964 (Young adult)

Neufeld, John, Lisa, Bright and Dark, New York, S. G. Phillips, 1969 (grades 7-8)

Parker, Richard He Is Your Brother, New York, Nelson Publishers, 1976 (grades 4-7)

Mental Retardation

Brown, Roy, Escape the River, New York, Seabury Press, 1970 (grades 5-8)

Byars, Betsy , The Summer of the Swans, New York, Viking Press, 1970 (7-young adult)

Carpelan, Bo, Bow Island, New York, Belavorte Press, 1971, (grades 6-9)

Cleaver, Vera and Bill Cleaver Me Too, New York, J. B. Lippincott, 1973 (grades 6-9)

Hunt, Irene, The Lottery Rose, New York, Charles Scribner's Sons, 1976 (grades 5-9)

Little, Jean, Take Wing, Boston, Little, Brown and Co., 1968, (grades 4-6)

Reynolds, Pamela, Different Kind of Sister, New York, Lothrop, Lee and Shepard, 1968 (grades 4-6)

Wrightson, Patricia, A Racecourse for Andy, New York, Harcourt, Brace and Jovanovich, 1968 (grades 4-6)

Learning Disabilities

Fassler, Joan, One Little Girl, New York, Behavioral Publications, 1971

Hunter, Edith, Sue Ellen, Boston, Houghton, Mifflin Co., 1969 (grades 3-7)

Lasker, Joe, He's My Brother, Chicago, Albert Whitman, 1974 (grades 4-6)

Walker, Pamela Twyla, Englewood Cliffs, N. J., Prentice-Hall 1973 (young adult)